**089-INTRODUCING THE ADVANCED ENGLISH CURRICULUM: TOOLS, STRATEGIES AND RESOURCES**

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**FINAL ASSIGNMENT: A POEM**

**LESSON PLAN: A POEM**

**-CLASS PROFILE & TEACHING CONTEXT-**

Tis lesson plan will be part of a series of sessions on poetry as part of the work on literary texts reflected in the scheme of the contents of the school year. It is designed for the 1st year of ESO, for a group of 30 students.

This is the first year our school has joined the CAM bilingual project. All the students come from the same primary school, and their English level hardly reaches the A2 level in the Common European Language Framework.

The school is situated in the low middle class neighbourhood of Aluche. There has not been any budget for the bilingual project, so the library has not been provided with books for the bilingual students. Also, we have very limited access to ICT resources.

**-GENERAL LESSON AIMS-**

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| GROUP: 1 ESO (Bilingual Section) | Length of time: 55 mins. The work with poems in class will provide the students with enough practice to be able to express their opinion of a poem and to write their own poems at the end of the term |

**-1st ESO ADVANCED CURRICULUM OBJECTIVES-**

***3. To read and understand different texts of a suitable level to the students’ ability and with texts that engage the students’ interests.***

***6. To recognise the diverse types of written texts, including its formal structures***

***7. To understand how literary texts work; using the knowledge acquired on the conventions of each genre; the themes and motifs in the literary traditions. Appreciate the possibilities that literature offers to enrich one’s personal growth.***

* **Basic reading skills:** To summarise the content of the poem and answer *what, where, who, when* questions. To understand new vocabulary.
* **High level reading skills:** To analyse and evaluate a poet’s choice of words and intention.
* **Oral skills:** To recite the poem with the correct pronunciation, intonation and rhythm.

**-LESSON PROCEDURE-**

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| --- | --- | --- | --- |
| **TIME** | **TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **EXPECTED OUTCOMES** |
| 5 mins | I explain that we are going to read a poem as part of our literary scheme. | They reflect on their previous experience with poetry. Some of them explain it to the class. | To become aware of the different possibilities of the language to express ideas in the different genres. |
| 5 mins | I show the students a real Valentine card and ask what they think it is. I explain the story of St Valentine. | They have to guess what the card is and say what they know about Valentine’s day. | To learn about St Valentine’s legend and its meaning nowadays. |
| 10 mins | I show them pictures illustrating the new vocabulary | They match the words with the pictures. | To learn new vocabulary in context. |
| 15 mins | I read the poem aloud. | They follow the reading and answer the questions orally. | To understand the main idea and be able to summarise the content. |
| 5 mins | I recite the poem. | They listen. | To become aware of the right pronunciation, intonation and rhythm. |
| 10 mins | I read the poem, exaggerating stress and rhythm. | They tap with their feet following the rhythm.  They repeat after me, line by line.  The girls repeat one line and the boys another,alternatively.  The students recite the poem in groups. | To drill to be able to recite afterwards. |
| 5 mins | I explain that they have to express their opinion on the poem and interpret it in a poster to put on the wall. | For homework, they copy the poem in handwriting, using different fonts and colours according to what it suggests to them. | To analyse and evaluate the author’s intention and choice of words. |

**-RESOURCES AND MATERIALS-**

- A real Valentine card. (material 1)

- Students are given a photocopy of the images and the new words to do the matching exercise. (material 2)

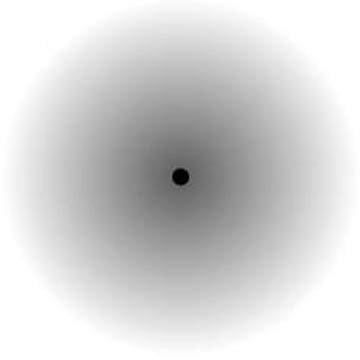
- They are also given a photocopy of the poem with the comprehension questions. (material 3)

 **MATERIAL 1**

**MATERIAL 2**

MATCH THE WORDS TO THE IMAGES

*CATCH BRAID DOT BAND PET GRADE TRADE SOCK*

**MATERIAL 3**

**Today I Got a Valentine**

Today I got a Valentine

from everyone but Kay

but that’s alright…

I never liked her that much anyway.

She never trades her Oreos.

She isn’t good at catch.

She doesn’t like my favourite bands.

Her socks don’t often match.

She doesn’t play computer games.

She wears her hair in braids.

She’s something of a teacher’s pet

And always gets good grades.

She dots her i’s with little hearts.

She’s always reading books.

Whenever I’m around, she gives me

Such confusing looks.

But, oh my goodness, here comes Kay,

And what is it I see?

It seems she has an extra special

Valentine for me.

It’s big and red has the words

“Will you be mine today?”

I always said there’s no one else

I like as much as Kay

*Ken Nesbitt’s poetry4kids.com*

COMPREHENSION QUESTIONS

* Summarise the content.
* Who’s talking?
* Who’s Kay?
* When does it happen?
* Where does it happen?
* Why is he upset?
* Say two things he doesn’t like about Kay.
* What happens in the end?

**-EVALUATION-**

***3. To identify the general idea and select specific information from literary and non literary texts suitable to their age.***

***10. To express an opinion on one’s own reading and group reading on a literary work or fragments of that work in English and suitable to their age. To be able to relate the content to one’s life experiences and the student’s historical and cultural context.***

- I will observe that the students are matching the vocabulary to the images. (material 2)

- I will ask the students the comprehension questions, (material 3)

- I will observe the students reciting in groups.

- I will mark the poster with the student’s opinion and interpretation of the poem (homework)